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ABSTRACT

This report presents the results of the evaluation of multicultural education programs conducted by the Office of Educational Research of the New York City Board of Education. The Board had required each district to appoint a coordinator to organize, coordinate, and facilitate multicultural activities. In all cases, however, this was only a part-time position, and coordinators, although enthusiastic, did not have enough time for their multiple duties. The four designated areas of concentration for multicultural efforts were professional development, curriculum development, resource activity centers, and model school programs. Coordinators also reported on activities with direct effects on students, activities intended to promote parent and community involvement, teacher attitudes, and student assessment and testing. The reception and effects of multicultural education guides were also evaluated. Evaluation indicates that preliminary efforts to promote multicultural education have begun but that systemic change has yet to be achieved. Suggestions are given for program improvement. Appendix A summarizes the district activities. (SLD)

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ED 378 265

OER Report

MULTICULTURAL EDUCATION

1992-93

FINAL EVALUATION REPORT

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MULTICULTURAL EDUCATION

1992-93

FINAL EVALUATION REPORT

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MULTICULTURAL EDUCATION

1992-93

SUMMARY

Background

Multicultural education in New York City's public school system was formally initiated in the 1988-89 school year, when the Board of Education funded 15 competitively-selected multicultural education pilot programs designed and administered by community school districts or high school superintendencies. The following year, the Board issued a major policy statement establishing long-term goals for this educational effort. In 1991, the Board issued *An Action Plan for Multicultural Education* based on a social action model which identifies four approaches to multicultural education—the Contributions, Additive, Transformation, and Social Action approaches—each representing a higher level of change and transformation. Beginning in 1991-92, the Board broadened the scope of multicultural education programming by awarding grants to all districts and superintendencies on a per capita basis, and encouraging the districts/ superintendencies and schools to use local funding sources to develop and implement many other multicultural projects and programs.

In 1992-93, the Chancellor's *Special Circular 27, 1992-93* defined multicultural education as an instructional approach designed to restructure the total school environment for the purpose of maximizing student achievement, and over $1 million was distributed by the Board to the districts and superintendencies to help develop innovative programs. This report presents the results of OREA's evaluation of these and locally funded efforts and is based primarily on interviews and surveys of program staff, teachers, and parents.

The Role of Multicultural Coordinators and Advisory Committees

Special Circular 27, 1992-93 required each district and superintendency to appoint a coordinator to organize, coordinate, and facilitate multicultural activities for the district/superintendency, and to form a Multicultural Advisory Committee to provide direction and support for the district/superintendency efforts. OREA's findings indicate that each district and superintendency did appoint such a coordinator, but that in all cases, this was only a part-time position, and the coordinators therefore had difficulty devoting sufficient time to their multicultural education duties. Nonetheless, most of them were enthusiastic supporters of the effort, and inspired staff members to launch new initiatives. The majority of districts and superintendencies set up a Multicultural Advisory Committee, which many

coordinators found to be a helpful "reality check." Most coordinators, however, also felt that too much committee time was spent on gathering information about multicultural education, rather than on discussion of policy issues.

Activities in Four Priority Areas

Coordinators provided information on multicultural activities in the four priority areas specified by *Special Circular 27, 1992-93*: professional development, curriculum development, resource activity centers, and model school programs.

Professional development activities were organized and conducted primarily by district staff developers and community-based organizations (CBOs). These activities varied widely in terms of the number and types of participants trained, with most districts/superintendencies focusing on particular aspects of multicultural education (particularly curriculum development) and the promotion of positive intergroup relations (through such means as conflict resolution and peer mediation programs), rather than on the broader aims and philosophy of multicultural education. Although turnkey training was planned in a number of districts, many found this method of information-sharing difficult to implement.

A number of districts and superintendencies also reported providing professional development to guidance counselors in such areas as multicultural perspectives, conflict resolution techniques, and peer mediation strategies.

Curriculum development efforts were wide-spread, with some schools and districts/superintendencies adopting or adapting already existing curricula such as the "Making Connections" curriculum developed by C.S.D. 15, and others developing new multicultural units or themes. These activities were usually conducted on a relatively small scale, taking place within targeted schools and/or grade levels.

The two other priority areas included resource activity centers, and model school programs. About two-thirds of the multicultural coordinators reported that some type of resource center already existed in their district or superintendency, and about one-fourth said that such a center had recently been established. Not all of these resource centers were well-organized and effectively used however. A number of coordinators indicated that access to such centers needed to be improved, and that additional training in their use would be helpful. One district created a model school program, in which a middle school was conceptualized as a "global village."

Student-Oriented Activities and Program Assessment

Coordinators also reported on those activities which involved students directly and on program assessment. Common student-oriented activities included theme months, cross-cultural holiday celebrations and field trips, and culminating events

such as cultural assemblies and food festivals. Some unique activities included the exchange of E-mail with students in other countries, and a chorus with a multicultural focus. Program assessment was limited in scope, but served the valuable purpose of introducing concepts of self-evaluation and outcome-based planning to the staff who implement most multicultural education activities.

Parental Involvement

Special Circular 27, 1992-93 stressed the importance of parental involvement and participation in multicultural education. Almost all of the multicultural coordinators indicated that parents were actively involved in these efforts, although the actual number of parents involved was low, with the exception of school- or districtwide activities such as food festivals. The parents interviewed by OREA generally reported a positive attitude toward these activities, although about one-half felt that other parents were ambivalent about or uninterested in such involvement. However, about two-thirds of the teachers interviewed by OREA either said that the parents were not involved in multicultural activities or that they were not aware of their attitudes toward it.

Community Involvement

About 90 percent of the multicultural coordinators reported that their district or superintendency had collaborated with a community-based organization (CBO) in multicultural education efforts. About one-third worked with a college or university, and many worked with neighborhood-based political or ethnic organizations.

Teachers' Attitudes

Three-quarters of the teachers characterized their school administration as supportive of the idea of multicultural education. A little over half of the teachers reported that other teachers in their school were supportive of multicultural education, while the remainder of those interviewed reported mixed attitudes. Many felt that most teachers were not sure what multicultural education entails, or were resistant to change in general. Interestingly, almost all of the teachers interviewed thought of multicultural education as contributory or additive information, rather than as the inclusion of multiple perspectives or approaches, and perhaps for this reason felt that it represented yet another burden to be fit into an already overcrowded schedule. Some also felt that the Board of Education was not providing the desired level of support for these efforts.

Student Assessment and Testing Procedures

Since the multiple perspectives approach of multicultural education should be reflected in student evaluation, standard measures of achievement should be

supplemented by alternative methods, such as portfolio assessment and other forms of performance-based assessment. Such efforts have begun in four districts and one superintendency, and many other districts and superintendencies expressed an interest in learning more about using these tools in their multicultural education efforts.

Multicultural Resource Guides

OREA also investigated the reception and impact of three multicultural resource guides (Children of the Rainbow: Grade 1; Communication Arts: Grade 7; Social Studies: Grade 7) which the Board of Education has developed over the past three years, by interviewing a sample of teachers from one-fourth of the community school districts.

Slightly more than one-half of these teachers reported using the Children of the Rainbow guide, although the degree of utilization varied from "very little" to more than 30 percent of class time. The most appreciated strengths of the guide were the poems and songs; the weakness most frequently cited was that the discussion of the "gay family" was not suitable for first grade classrooms. About one-third of the teachers noted that parents or the community had reacted negatively to the guide, and about 40 percent said that use of the materials in the guide had increased student interest.

Of the seventh grade social studies teachers interviewed, over half reported using the multicultural resource guide. Approximately half said they used the guide "very little" in their classes while one fifth reported frequent use. Most teachers used the guide as a supplement to the basic course materials. Its most appreciated aspects were its multicultural perspective and the primary source materials; the least appreciated were the overabundance of material and level of difficulty. Fifty-eight percent reported that use of its materials increased student interest.

An additional survey sent to all seventh grade social studies teachers revealed that about two-fifths of them had never seen the multicultural resource guide. Of the remaining number, about 40 percent were not currently using it in their classes because they hadn't had time to go through or use it, or because it did not coordinate with the textbook they were using, or they thought that their own way of teaching worked better. Those who were using it appreciated the diversity of perspectives and the activities and source materials offered, but some complained that the graphics were often not reproducible, or that there was too much material or that it was difficult to coordinate with the textbook. Some had philosophical objections to the idea of multicultural education, which one characterized as "revisionist, distorted history which is politically motivated."

Of the sample of seventh grade communication arts teachers interviewed by OREA, slightly more than one-third reported using the Board of Education multicultural resource guide, and of these, about one-half said that other teachers used it in their classes. Most were using it as an occasional supplement to their regular material. Of those who said they were not presently using any multicultural curricular resources, almost all stated that there had been no discussion of the issue in their school.

It should be noted that in the case of all three resource guides discussed above, almost all teachers felt that more staff development was needed on the subject. Additionally, it should be realized that these guides were never intended to be used as curricula, and therefore represent an add-on approach to multicultural education.

Comments and Suggestions by Multicultural Coordinators

The multicultural coordinators had a number of comments about and suggestions for the city's attempts to infuse the concept of multicultural education into the schools. One of the major areas of dissatisfaction was the late disbursement of grant initiative funds, and the limited amount of funding available to support their work. They felt that if the funding could be provided earlier, and if their position could be restructured to give them more time to coordinate multicultural efforts, they would be able to work more effectively to overcome such difficulties as ignorance of or resistance to the concept of multicultural education on the part of school staff and parents, and they would also be better able to assist individual schools to focus their multicultural efforts. They particularly stressed the importance of infusing multicultural education into all areas of school life; that is, of treating it in an interdisciplinary manner and not as a separate activity. Other suggestions included more systematic information-sharing between districts and among different types of personnel, through such means as a citywide multicultural newsletter, increased assistance from the central Board, increased staff development for teachers, and more extensive parent involvement.

Conclusions and Recommendations

Although preliminary progress has been made in the effort to make education more multicultural in New York City schools, systemic change has yet to be achieved. A number of areas require reconsideration and possible restructuring if this change is to be accomplished.

One of the most important first steps is to restructure the position of multicultural coordinator, preferably making it a full-time position. In addition, each school should consider creating a school-level multicultural education committee, with a liaison to work with the district/superintendency coordinator. The Multicultural

Advisory Committee should encourage on-going membership, and should be structured more efficiently, possibly through the creation of subcommittees.

While a good deal of professional development in multicultural education has already been undertaken in the districts and superintendencies, these efforts have varied widely in terms of subject matter, types of personnel trained, and frequency of such training. OREA believes that more attention should be given to providing training on the broad goals and benefits of multicultural education as a whole, to help overcome any resistance to these efforts that school staff or parents might have, and that this training should be provided to a wide range of personnel.

Many districts have adopted the resource guides provided by the Board of Education, or have created their own curricular units in multicultural education. Most teachers using such materials felt that they had a positive impact on their students. However, many teachers were either not aware of the existence of these materials, or chose not to use them for various reasons, including the lack of professional development in their use. These materials should be more widely disseminated, and adequate training in their use provided. A rethinking of the role of such resource guides, vis-a-vis a more inclusive curricular approach, may be necessary.

And finally, a number of other areas merit further attention, including the establishment of interim goals for each district/superintendency that can be integrated with the long-term goals established by the Board of Education; adequate assessment of the schools' progress toward meeting these goals; the use of authentic assessment techniques in student evaluation; an emphasis on true collaboration between CBOs and the schools; greater involvement of parents in multicultural education efforts; greater outreach to the community as a whole; and the provision of adequate resources to successfully carry out all of the elements of this endeavor.

RECOMMENDATIONS

Based upon this evaluation of multicultural education for 1992-93, OREA makes the following specific recommendations:

Structural Features

- Distribute multicultural education initiative grant monies before the beginning of the school year.
- Give multicultural coordinators more time to work on multicultural education.
- Reconsider the structure of the Multicultural Advisory Committee to make it more workable.

- Focus multicultural education activities and resources to avoid a scatter-shot effect.

- Encourage districts to develop interim objectives that are integrated with and directed towards long-term goals.

- Increase assistance to individual districts and superintendencies in developing plans for multicultural education.

Professional Development

- Provide more professional development on the basics of multicultural education to combat resistance, promote a more in-depth understanding of multicultural education, and empower staff to alter their environments.

- Expand professional development to include more teachers and non-teaching personnel.

- Include a focus on implementation strategies in professional development training.

- Provide professional development for multicultural resource guides.

- Provide for more systematic turnkey training.

Curriculum Development

- Enhance the dissemination of multicultural resource guides that have already been produced to be sure that all appropriate staff have access to these materials.

- Consider developing a total multicultural curriculum in addition to or as a replacement for the add-on resource guides.

- Provide better access to resources and resource centers.

Communication

- Provide a forum to increase communication and interaction among districts.

- disseminate a newsletter with information on multicultural events, speakers, discussion, and progress.

- Foster increased outreach to parents.

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Lisa Schnall designed the evaluation and coordinated all activities of data collection and analysis. The following consultants assisted in data collection: Despina Ventouratos, Paula Bruno, Robin Sheriff, Kian Tajbakhsh, and Ann Yanping.

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I. INTRODUCTION

The cultural diversity of New York City's population is one of its outstanding strengths. Multicultural education recognizes this diversity as a resource to be drawn on to enable students to increase their awareness, understanding and appreciation of themselves and others and to prepare them to participate effectively in a democratic society.

PROGRAM HISTORY

Pilot Programs

Multicultural education has long been a concern of the New York City public schools. As early as the 1988-89 school year, the Board of Education provided funding to support fifteen competitively-selected multicultural education pilot programs designed and administered by a district or superintendency. This funding was continued in the 1989-90 school year.

Statement of Policy

In November of the 1989-90 school year, the Board issued a major policy statement on multicultural education. The "Statement of Policy on Multicultural Education and Promotion of Positive Intergroup Relations" clearly sets out the goals for multicultural education in the New York City public school system. These goals represent long-term plans for the achievement of a multicultural education, and are concerned predominantly with how the content of education must change. These goals are:

- To develop an appreciation and understanding of the heritage of students' and staffs' own ethnic, racial, cultural and linguistic groups.

- To promote and foster intergroup understanding, awareness, and appreciation by students and staff of the diverse ethnic, racial, cultural and linguistic groups represented in the New York City public schools and the general population.

- To enhance New York City youngsters' self-worth and self-respect.

- To encourage a variety of teaching strategies to address differences in learning styles.

- To identify the impact of racism and other barriers to acceptance of differences.

- To develop opportunities for all students to become bilingual and proficient in at least two languages.

- To develop a multicultural perspective (interpreting history and culture from a variety of perspectives).

- To analyze human rights violations in our global society and the progress made in obtaining human rights.

- To develop an appreciation of the cultural and historical contributions of a variety of racial and ethnic groups to the growth of the United States and world civilizations.

- To develop the human relations skills needed in interpersonal and intergroup relations as well as conflict resolution, with a special emphasis on conflict arising from bias and discrimination based on race, color, religion, national origin, gender, age, sexual orientation, and/or handicapping condition.

Action Plan/Banks' Model for Social Action Decision-making

In March 1991, the Chancellor's office issued *An Action Plan for Multicultural Education* which established a framework for multicultural education in community school districts, high school superintendencies, and central offices. The plan is

based on the social action decision-making approach outlined in the work of James Banks*.

In Banks's model, the goal is the transformation of the total school environment to one that is more multicultural and social action-oriented. Banks suggests that there are four modes of multicultural education, each representing a higher level of change and transformation: the Contributions Approach, the Additive Approach, the Transformation Approach, and the Social Action Approach. The Contributions Approach involves the presentation of materials documenting the contributions various groups have made to American society, generally focusing on heroic figures from the various groups, and the holiday celebrations of different peoples. These materials are presented as separate from the rest of the curriculum. For example, two days may be spent on the life of Dr. Martin Luther King, Jr., or a food festival illustrating how different groups make desserts may be held.

The Additive Approach involves adding themes and perspectives to the curriculum without changing its basic structure. An example of this approach is the addition of a unit that explores the work of Dr. Martin Luther King, Jr. and the civil rights movement of the 1960s, yet does not incorporate the perspectives from this into the remainder of the curriculum.

The Transformation Approach entails changing the structure of the curriculum itself so that students examine all issues from a variety of perspectives in order to

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*Banks, James. Teaching Strategies for Ethnic Studies, fifth edition. Newton, MA: Allyn and Bacon, Inc., 1991.

expand their understandings of the nature, development, and complexity of the United States and the world. The Social Action Approach encompasses all previous levels but also includes an emphasis on student decision-making and action on important social issues. In this latter approach, students expand upon what they have learned through the curriculum, decide how this has affected them and their world, and then take steps to impact on the world around them. For example, after studying the civil rights movement of the 1960s, students could devise steps to reduce discrimination in their school or community. The goal of education in this schema is to foster critical thinking in students and to help them to become active participants in the world around them.

In Banks' view, then—a view which is supported by the Board's *Action Plan*—multicultural education is to be viewed not as an addendum to curriculum, but as a multifaceted approach to the Total School Environment, with emphases on broadening the base of students' and staff's knowledge, changing attitudes, infusing a multiple perspective approach into all arenas of education, and encouraging constructive social action.

1991-92

Beginning in 1991-92, multicultural education initiative grants were distributed to all districts and superintendencies on a per capita basis, thereby broadening the scope of multicultural education programming. In addition to these programs, districts and schools used local funding sources to develop and implement many other multicultural projects and programs.

1992-93

As defined by the Chancellor's *Special Circular 27, 1992-93*, multicultural education is:

> . . . an instructional approach designed to **restructure the total school environment** for the purpose of maximizing student achievement. It treats the cultural diversity of our students as a valuable educational resource. Its focus includes an understanding and appreciation of ethnic differences, and extends to the areas of language, gender, race, socioeconomic class, religion, sexual orientation, age and to people with disabilities. It seeks to provide students with the knowledge, skills and attitudes required to become fully participating citizens in today's society, to promote harmonious relationships, and to encourage students to take positive action to effect needed change [emphasis added].

Efforts to make education more multicultural in New York City public schools were to occur at several levels in 1992-93: 1) activities generated by the central Board of Education, 2) programs instituted at the community school district (C.S.D.) or high school superintendency level, and 3) activities at the school level.

In the 1992-93 school year the Board of Education distributed $1,110,000 in multicultural education initiative grants (funded by tax-levy sources) on a per capita basis ($1.18 per student) to all C.S.D.s and superintendencies except one.* These monies were intended to support innovative programs in one or more of four priority areas: 1) developing a model staff development program, 2) adapting or enhancing the multicultural curriculum, 3) establishing a multicultural resource activity center, and 4) restructuring a school to create a model school program. Although the intent

*C.S.D. 24 did not submit a proposal by the stipulated deadline, and consequently did not receive grant funds.

of these funds was to support programs for the whole school year, a delay in their disbursement limited implementation to the last several months of the year.

The Office of Multicultural Education (O.M.E.) of the Board of Education was to provide technical assistance, staff development, and support to districts and superintendencies through its Multicultural Institute, workshops, and on an individual, as-needed basis. The O.M.E. also was to publish or revise multicultural resource guides.

Districts and superintendencies were expected to engage in a range of activities to transform the Total School Environment, supported in part by central Board of Education multicultural education initiative grant funds.

AIMS AND METHODS OF EVALUATION

This evaluation of multicultural education for 1992-93 aimed to:

- obtain an overview of how districts and superintendencies conceptualize their mission to become more multicultural;
- gather baseline data on all activities designed to make education more multicultural, not just those funded by central grants;
- assess the reception and impact of multicultural resource materials disseminated by the Board of Education; and
- document the progress toward transforming the Total School Environment.

This evaluation focused on attitudes as well as activities and outcomes. To gather this data, evaluators conducted interviews with all 39 district/superintendency multicultural coordinators, 72 teachers from a broad sample of districts, and a small

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sample of 12 parents. All seventh grade social studies teachers were sent a written survey as well.

Districts and superintendencies were asked for the first time to select and evaluate outcomes of one aspect of their multicultural education programming. The Office of Research, Evaluation, and Assessment (OREA) provided technical assistance to district staff in formulating their evaluation plans.

STRUCTURE OF THIS REPORT

This report presents an overview of the attitudes, activities, and outcomes related to multicultural education in all New York City districts and superintendencies in 1992-93. Chapter II describes the implementation of multicultural education at the district and superintendency level. Chapter III presents an overview of program activities. Chapter IV focuses on other elements of the Total School Environment that have been impacted. Chapter V documents teacher responses to multicultural resource guides for the first grade and for seventh grade social studies and communication arts classes. Chapter VI presents and discusses multicultural coordinators' responses and suggestions. Chapter VII offers OREA's conclusions and recommendations about and for multicultural education, and Appendix A provides brief summaries of the multicultural programs of each district and superintendency.

II. DISTRICT- AND SUPERINTENDENCY-LEVEL STRUCTURES

Extensive interviews with multicultural coordinators provided OREA with information on the functioning of multicultural education efforts at the district and superintendency levels.

DISTRICT AND SUPERINTENDENCY MULTICULTURAL COORDINATORS

Special Circular 27, 1992-93 required each district and superintendency to have a multicultural coordinator to facilitate, coordinate, and organize multicultural activities for the district. It did not, however, specify the amount of time that the coordinator was expected to devote to this task.

The interviews revealed a wide range of experience and time available among the individuals who were assigned this position. Approximately one quarter of the multicultural coordinators were new to the job in the year under review In several other cases, coordinators were holding the job only temporarily and, in other instances, the job of coordinator was performed by two or three people.

Most coordinators held one or two positions in addition to their multicultural education responsibilities; coordinators in eight districts held an additional three to five positions. Additional positions frequently cited included coordinator for social studies or director of professional development; other areas included mathematics, early childhood education, funded programs, art, gifted and talented, and bilingual programs. Due to these responsibilities, approximately half of the multicultural coordinators reported that they spent one-quarter or less of their time on multicultural

education. Even those who said that they spent most of their time on multicultural education explained that multicultural issues informed all the activities they engaged in, rather than that they were able to spend all of their time coordinating multicultural education programs.

The types of tasks carried out by the multicultural coordinators also varied. For example, one coordinator who was able to spend about 15 percent of her time on the job mentioned such activities as coordinating school-level events such as Martin Luther King day activities, chairing monthly meetings of school-level Multicultural Advisory Committees, and attending meetings organized by O.M.E. Another coordinator, who was able to spend about 40 percent of her time on multicultural education, spoke about additional tasks such as coordinating professional development workshops, reviewing and purchasing multicultural resource materials, and organizing district-wide activities.

Despite the constraints on the time of most multicultural coordinators, OREA found the majority of them to be enthusiastic supporters of multicultural education

MULTICULTURAL ADVISORY COMMITTEES

The circular also required each district and superintendency to form a Multicultural Advisory Committee composed of representatives of the constituencies in the district, including the superintendent or his/her designee, school-based supervisors, teachers, paraprofessionals, parents, students, a bilingual specialist, and community and school board representatives. The purpose of this committee was to

provide direction and support in the development and implementation of a plan for multicultural education in the district or superintendency.

About two-thirds of the coordinators reported receiving input from their Multicultural Advisory Committee in developing their district or superintendency multicultural program. Several indicated that there was no such committee per se because this role was filled by an already-existing committee, and a few indicated that such a committee was not compatible with the superintendent's style. Other sources of input into the district's multicultural plan mentioned by coordinators included district staff, teachers, parents, and others.

Although the district/superintendency Multicultural Advisory Committees were expected to meet at least six times during the school year, only about one-third were able to meet this frequently (or even more often), while another one-third met four or five times during the year, and the remaining one-third of them met three times or even less.

Attendance at these committee meetings proved to be a problem for some students, parents, and teachers. The insurance and personal liability problems raised in transporting students to the site of the committee meeting had the most negative impact on student attendance, while parental attendance was often limited by work or child care schedules, or involvement in other school or community activities. Teachers often had problems getting the needed release time to attend the meetings.

Those coordinators who reported working with a Multicultural Advisory Committee said that the committee conceived of its role as promoting the idea of multicultural education, advising on programming, and serving as a link between the different schools in the district or superintendency. In actuality, however, much of the committees' time was spent on informational issues, such as the definition and philosophy of multicultural education, materials and curricula, and updating information on programs; committees also listened to presentations by community-based organizations or publishers. Some coordinators therefore felt that too much time was spent providing information to committee members rather than discussing and defining broader issues such as district coordination and policy. Others found the advisory committee helpful because of the diversity of perspectives offered, describing this helpfulness as a kind of "reality check."

Suggestions for improving the advisory committee generally called for the rethinking of its nature. Many felt that the advisory committee was too cumbersome to work with and recommended the creation of smaller work groups that would focus on specific issues and be empowered to make decisions. Others felt that merging the Multicultural Advisory Committee with other district/superintendency committees would alleviate redundancy and speed the infusion of multicultural education. A number of coordinators stressed the need to spend less time processing information on specific programs and their progress, and more time on fundamental issues and policy.

III. OVERVIEW OF PROGRAM ACTIVITIES

EVALUATION PROCEDURES AND PROBLEMS

In order to document the range and scope of multicultural education activities throughout the New York City public school system, OREA both interviewed multicultural coordinators, and asked them to complete activity sheets listing all multicultural education activities in their district or superintendency.

This data gathering process was most successful in those cases where the schools in the district or superintendency each had a school-level multicultural advisory committee, and/or a liaison who facilitated communication between the school and district level. In most cases such local elements were not in place, however, and multicultural coordinators had more difficulty remaining aware of the multicultural efforts in all of the schools in the district—a difficulty exacerbated by limitations on the coordinators' time. In fact, approximately half of the coordinators were not able to complete and return the activity sheets provided by OREA.

Documenting the activities of all of the districts and superintendencies in 1992-93 was needed to provide baseline information on the current status of multicultural education in New York City's public schools. This information provides an overview of the range of discrete activities throughout the school system, which can be utilized in selecting particular districts, superintendencies, and schools for detailed case studies in the future. In moving beyond the focus on discrete activities, this case study approach will provide a better understanding of the infusion of a multicultural perspective into all realms of the school environment.

Using the data available, evaluators were able to construct an overview of multicultural education efforts in 1992-93 in all areas of the Total School Environment. This chapter focuses on those four priority areas identified in *Special Circular 27, 1992-93*: professional development, curriculum development, resource activity centers, and model school programs—as well as those that involved direct student participation. (Brief summaries of each district's and superintendency's activities are provided in the Appendix.)

THE FOUR PRIORITY AREAS

Professional Development

Levels of activity. Some type of professional development related to multicultural education occurred in nearly all of the districts and superintendencies. Eleven multicultural coordinators interviewed by OREA indicated that they had used their multicultural education initiative grant to fund professional development activities at both the district and/or school level. Most professional development was conducted by district and school personnel, although the services of outside trainers were frequently engaged. (See section on collaboration below.)

Topics. Professional development activities focused on such areas as the use of new materials, the development of multicultural arts programs, and integrating multicultural perspectives and content into social studies and language arts curricula.

Some districts utilized the "Making Connections" curriculum,* and a number offered training in the promotion of positive intergroup relations (cf. the *Action Plan*), such as conflict resolution and peer mediation, while still others focused on such areas as attendance improvement.

Only a few districts, however, conducted workshops which focused on the broader aims and philosophy of multicultural education. For example, C.S.D. 13 provided workshops for 23 assistant principals and special education supervisors on the history and rationale of multicultural education, content integration in social studies and language arts, the Banks model, equity pedagogy through cooperative learning, and intergroup relations. Following the training, participants were expected to engage in turnkey training in their home schools.

Scope of training. The number and type of participants involved in professional development varied. A few districts trained large numbers of staff in topics and teaching techniques related to multicultural education. For example, C.S.D. 5 collaborated with the Schomburg Center for Research on Black Culture in the presentation of a workshop on African-American culture that was attended by 100 teachers; C.S.D. 6 trained 206 school-based staff in the techniques of conflict resolution; and C.S.D. 21 organized a half-day workshop on multicultural literature at Kingsborough Community College for all of the teachers in the district.

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*Making Connections is a curriculum which uses the literature of different peoples to explore a common theme from multiple perspectives. This curriculum was developed in C.S.D. 15 and has been adopted by other districts, and adapted and expanded to include more grades.

Most staff development, however, was on a smaller scale and involved the teachers of a particular grade level and/or selected teachers from selected schools. For example, C.S.D. 9 trained pre-K teachers and parents in attendance intervention and prevention of substance abuse; C.S.D. 18 conducted a two-day workshop on peer mediation for five-member teams from each of its schools; and C.S.D. 25 organized five professional development activities, all of which involved between 15 and 30 participants.

Type of personnel trained. While most districts provided professional development to classroom teachers and administrators, a few districts trained other staff. C.S.D. 32 gave a series of workshops to school secretaries on the premise that they are the first staff members parents speak to when they come to the school. C.S.D. 30 collaborated with the Human Services Administration to provide sensitivity training to all guidance counselors in the district.

Turnkey training. Although turnkey training was planned in a number of districts/superintendencies, many found this method of information sharing difficult to implement; one multicultural coordinator said that "maybe five in twenty" turnkey trainers actually succeeded in providing training at their home schools. These difficulties were probably related to lack of time and support in providing such training.

Assessment of training. Most multicultural coordinators and teachers OREA interviewed felt that professional development had a positive impact on their understanding of and attitudes toward multicultural education, although a few were

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displeased with the quality of the training. Many mentioned the need for more professional development, especially through workshops on specific implementation strategies and on the history, aims, and philosophy of multicultural education.

Curriculum Development

Level of development. Most curriculum development activities were initiated on the district level, although several districts and superintendencies left decisions concerning curricula to individual schools. In most cases, curricula were developed by a district- or superintendency-based curriculum committee, usually composed of teachers, subject area specialists and supervisors, and librarians. More than two-thirds of the multicultural coordinators reported that their district or superintendency had either recently adopted or was in the process of developing new multicultural curricula. Eight of these coordinators reported that multicultural education initiative grant funds were used for curriculum development.

Adoption or adaptation of already existing materials. Curriculum development took two general directions. The most common was the adoption or adaptation of already existing curricula, such as Making Connections, and Learning Through an Expanded Arts Program (LEAP). For example, C.S.D. 22 expanded their Making Connections curriculum to include the second, fifth, and eighth grades.

In most cases, a committee of supervisors and/or teachers worked on these materials, often with the assistance of trainers from districts already familiar with the curricula. A curriculum committee of 11 members in one district, for instance, worked with a trainer from C.S.D. 15 one to two times a week for eight weeks in the

planning and writing of curricular materials, which were later implemented in 16 schools in the district.

Development of particular multicultural units or themes. The second direction was in the development of particular multicultural units or themes, sometimes as part of a larger curriculum such as Making Connections. C.S.D. 1, for example, developed material focusing on themes such as "Me and My Family," "Neighborhood Gardens," "The Music of Puerto Rico," and "Native Americans." C.S.D. 15 developed material for its Making Connections program called, "Folktales: The Ties that Bind," for kindergarten to eighth grade. C.S.D. 75 developed curricular themes concerning topics such as musical instruments from around the world, the culture of China, the culture of the Caribbean area, and African-American culture.

Scope of activities. Some of these innovations affected many students in several grade levels and schools within a district or superintendency. Typically, however, curriculum development activities were conducted on a small scale, taking place within specific targeted schools and/or grade levels. For example, the sixth grade social studies program in C.S.D. 6 was modified to include updated information on Eastern Europe; C.S.D. 7 added the theme of "Communities Around the World" to the social studies program for grade three; and C.S.D. 20 focused on writing new curricular materials for the fifth grade.

Curriculum development activities were useful in the limited contexts in which they occurred. As many multicultural coordinators made clear, however, curriculum development ideally should occur on the basis of a more clearly defined framework.

Coordinators and parents also commented on the need for standardization and/or "quality control."

Resource Activity Centers

The establishment of a multicultural resource activity center in each district or superintendency was designated as a priority area by *Special Circular 27, 1992-93*. As defined in that document, such a center is meant to serve the needs of parents, students, and staff and is to be used for multicultural activities (such as workshops) as well as for the use and storage of materials and equipment.

Twenty-three multicultural coordinators reported that some type of resource center already existed in their district or superintendency, and an additional three reported that one was in the planning stage. Fourteen districts or superintendencies referred to the establishment or improvement of multicultural resource activity centers either in their multicultural grant initiative proposals or in information provided to OREA.

Two districts and one superintendency designed especially innovative resource centers. In both C.S.D. 29 and Bronx High Schools, individual schools established their own resource centers, so that resources would be accessible to a large number of users. C.S.D. 14, which has one centrally located resource center, created a catalogue of the center's holdings, so that all teachers in the district would be aware of and have access to multicultural resources.

OREA data suggest, however, that resource centers which provide easy access are rare. Most districts and superintendencies with resource activity centers

have only one, usually located at the district office. The logistics of staffing the centers and of cataloguing and loaning the materials remain unresolved, with the outcome that the centers are not used widely or efficiently. A few districts or superintendencies provided training on the use of their resource centers, and it is clear that all potential users of centers could benefit from such training. Especially in those cases where a district or superintendency has only one resource center, it is crucial that staff, parents and students be aware of the services it offers and know how to access them.

Model School Program

The *Special Circular 27, 1992-93* designates the creation of a model school program as a priority area. A model program is defined in the Circular as one in which ". . .all aspects of the school environment, including policy, teaching methods and materials, counseling programs, assessment and testing procedures, the formal curriculum and the parent involvement program should reflect cultural pluralism."

Two districts included plans for the creation of model school programs in their multicultural education initiative grant. C.S.D. 2 provided information on its model program. The district used all of its funds from the grant to create a model program in the Hudson River Middle School. The site was conceptualized as a "global village" and students studied such topics as Native American culture. (See Appendix for a more detailed description of the program.)

STUDENT-ORIENTED ACTIVITIES

Many diverse multicultural activities involved direct student participation at both the district and the school levels. The overall intent of these activities was to expose students to various cultures and familiarize them with the concept of cultural diversity. Common activities included theme months (i.e., studying Black history during the month of February), cross-cultural holiday appreciation (Christmas, Kwanzaa, Chanukah, etc.), and field trips exploring the cultural diversity of New York City. Writing contests were also popular. Peer mediation and conflict resolution training were common activities for junior high school and high school students. Students also learned about different cultures through lessons in arts, crafts, poetry and literature. The most common of all multicultural education activities were culminating events such as cultural assemblies, performances by students and outside groups, and food festivals. The latter often reached large numbers of students, parents, and other community members—C.S.D. 3 reported that it had sponsored a fair that attracted 5,000 people.

A number of districts/superintendencies and/or schools designed interesting and innovative activities for their students. C.S.D. 10 arranged for students to exchange E-mail with European students and form pen pal relationships with students in Africa. C.S.D. 21 held a Youth Leadership Exposition for students throughout the district to meet and share ideas and concerns, as well as to learn how to set up leadership programs in their schools. P.S. 18 in C.S.D. 31 established

a chorus with a multicultural focus; it plans to expand the chorus to include every child in the school.

OREA data reflected the great popularity of food festivals among administrators, teachers and parents, as well as students. While such activities attract broad participation and promote interaction, and are an important part of many schools' programs, it is useful to recognize that they represent one of the earlier levels of the Banks social action model.

PROGRAM ASSESSMENT

During the 1992-93 school year, districts and superintendencies were required by the multicultural initiative grant to assess elements of their multicultural program. Each participating district and superintendency was to propose one outcome objective for one aspect of their program. Technical assistance in designing appropriate objectives was offered by OREA, but the grant timetable and availability of resources limited the amount of such assistance.

OREA received outcome assessments from only ten C.S.D.s, and these provided information of limited usefulness. Survey questionnaires were often hastily constructed and data not analyzed, thereby limiting the information that program evaluators and planners could use to improve future programs. Nevertheless, discussions of evaluation and assessment between coordinators and OREA served the valuable purpose of introducing concepts of self-evaluation and outcome-based planning to the staff who implement most multicultural education activities.

District 18 provided an example of a successful outcome assessment. Through peer mediation training, the district proposed to decrease intermediate school suspensions by 15 percent. The number of students suspended before the training was compared to the number of those suspended after training. A decrease in suspensions by 22.5 percent points to the effectiveness of the program.

IV. TOWARD A MULTICULTURAL TOTAL SCHOOL ENVIRONMENT

This chapter addresses progress in several aspects of the Total School Environment not previously discussed: parental involvement, community involvement, counseling, teachers' attitudes, and student assessment and testing procedures.

PARENTAL INVOLVEMENT

Special Circular 27, 1992-93 makes clear that parental involvement and participation are critical to the success of multicultural education initiatives. The Circular states that "The major goal of parent involvement is to provide parents with relevant information, training, and access which will enable them to participate effectively in the education of their children."

OREA gathered information on parental involvement from three data sources: interviews with multicultural coordinators, multicultural initiative grant proposals, and interviews with parents themselves.*

Multicultural Coordinators' Views

Thirty-three out of thirty-nine multicultural coordinators said that parents were actively involved in multicultural education in their districts/superintendencies. When asked what activities parents tended to participate in, thirteen coordinators mentioned the Multicultural Advisory Committee or other formal associations, such as

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*The difficulty of contacting parents resulted in the completion of only 12 parent interviews. Nevertheless, these interviews captured a broad range of opinions, experiences, and suggestions.

the P.T.A. Six coordinators said that parents had organized and/or attended festivals, fairs, or special assemblies, and five coordinators mentioned attendance at workshops.

Examples of Activities

Notable efforts to involve parents in multicultural initiatives included C.S.D. 1's Parent Institute. Two parents from each of the district's schools participated in training designed to expose parents to child-centered classrooms and foster the appreciation of individual differences. C.S.D. 4 held a variety of multicultural workshops for parents and/or grandparents, which included an overview of multicultural education, how to use the multicultural resource center, and multicultural parent leadership training. In some districts, parents acted as "cultural resources" in the classroom, that is, they spoke to children about their own experiences and backgrounds, and served as storytellers.

Parents' Comments

Are their children getting a multicultural education? Parents' comments provided more detail on their perceptions of and experiences with multicultural initiatives. When asked if they felt that their children were receiving an education that was multicultural, some gave unqualified positive responses. For example, one parent said she could see the influence of multiculturalism in her son's homework:

> Just going over things with him, I can tell. They cover all different cultures, different holidays. It's making the kids very aware.

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A majority of parents however, gave qualified responses. They felt that while some attempts were being made to make education multicultural in their children's schools, more needed to be done. As one parent commented,

> I believe that the school itself is in the beginning stages of putting this kind of change into the curriculum. But I feel it can and should be stronger. But I do see it, in homework and projects. They are beginning to incorporate it.

Some parents gave specific examples of the areas they were dissatisfied with;

> In school, they're reading the same books I read when I was in school. Like Pearl Buck's, *The Good Earth*. Of course, it's a good book, but why can't they read Asian authors in translation? Why does it always have to be from a European perspective?

Other parents' attitudes toward multicultural education. When asked to describe other parents' attitudes towards multicultural education, half of the respondents said that parents are generally supportive of multicultural education. As one commented, "They seem to be for it. They're interested in learning about different cultures." Most of the other parents said that while there may have been some initial confusion or hostility, most parents were supportive, once they gained a clear understanding of multicultural education. As one parent stated:

> In the beginning, they didn't understand what it's about. The teachers didn't either. But now most parents are very adamant about bringing African history and so on into the schools. Most are African American or African Caribbean or Hispanic. We have no doubt about what they want; they want their history taught.

Parents' interest in getting more involved in multicultural education. When asked if they thought parents generally were interested in becoming more involved in multicultural education, half of the parents interviewed gave positive responses.

Others felt that even though opportunities for involvement existed, many parents were not interested or were "intimidated." Apparently, some parents felt frustrated by the lack of involvement and participation. As one mother said, "I tried to get [other] parents involved, but they were very hostile."

Scope of Parent Participation

While there was a wide range of parental activities related to multicultural education, it must be noted that the number of parents involved was relatively small. For example, many coordinators only mentioned their participation in the Multicultural Advisory Committee, and in most cases, only one or two parents were involved in the Committee—typically, the same parents who are active in many different areas of school activities.

Similarly, workshops rarely attracted more than a handful of parents, and while our data suggest that many parents enjoyed the multicultural fairs and festivals at the schools, these events rarely occur more than once or twice a year, and therefore engage these parents in multicultural education only briefly.

Thus, effectively promoting a high level of parent involvement remains problematic for most, if not all, districts and superintendencies. As one coordinator said, "Only a small percentage [of the parents in the district] are involved. More would like to be but they have other commitments."

COLLABORATION WITH COMMUNITY ORGANIZATIONS

Special Circular 27, 1991-93 encouraged districts and superintendencies to collaborate with a variety of nonprofit and community-based organizations (CBOs).

Thirty-two of the multicultural coordinators interviewed by OREA reported that their district or superintendency had engaged in some type of collaboration with outside organizations. In some cases, this collaboration took the form of a simple contracting for the services of a CBO; in other cases, it involved a more active and productive collaboration to which both parties contributed, such as when a CBO worked directly with school or district staff to design multicultural materials. Twelve districts or superintendencies reported working with a college or university. For example, C.S.D.s 4 and 5 engaged in a multicultural curriculum development project for social studies in collaboration with Teachers College of Columbia University.

Eleven districts/superintendencies collaborated with neighborhood organizations. Thus, the Brooklyn High School superintendency engaged the services of the Crown Heights Jewish Committee and the Crown Heights Youth Collective, both of which provided speakers, materials, and workshops to parents, students, and school staff. Districts and superintendencies also collaborated with citywide political or ethnic organizations and research institutions. For example, C.S.D. 23 collaborated with the Puerto Rican Women's Association in planning and staging their Puerto Rican Parade, five districts or superintendencies used the Schomburg Center for Research on Black Culture, three consulted with the Caribbean Cultural Center, and a few collaborated with arts groups and museums.

COUNSELING

As *An Action Plan for Multicultural Education* makes clear, the role of guidance counselors is a critical component of the Total School Environment. Guidance

counselors work very closely with individual students by helping them to clarify personal goal-setting and facilitating career choices.

Five districts and one high school superintendency reported professional development in multicultural education for guidance counselors. For example, C.S.D. 6 offered guidance counselors training in multicultural perspectives and conflict resolution techniques, and C.S.D. 18 gave guidance counselors training in peer mediation strategies before they participated in the ongoing work of peer mediation teams.

TEACHERS' ATTITUDES

OREA interviewed a sample of first and seventh grade teachers to obtain their views on the nature of and need for multicultural education. The teachers were also asked for their impressions of the attitudes of administrators, parents, and other teachers on the issue of multicultural education.

Support by Administrators and Fellow Teachers

Three-quarters of the teachers interviewed characterized their school administration as supportive of the idea of multicultural education. A little over half of those interviewed reported that other teachers in their school were supportive of multicultural education, while the remainder of those interviewed reported mixed attitudes—some of their colleagues appeared to be supportive and others did not Many respondents also pointed out that many of the teachers who were supportive of multicultural education in principle were often unfamiliar with what multicultural

education actually entails. As one teacher said, "Everyone pretty much supports it, although a lot of teachers are really not aware of what multicultural education is."

Support by Parents

One-third of the teachers interviewed felt that parents at their school were positive about multicultural education, but the others said they were either unaware of parent attitudes or that parents were not involved.

Definitions of Multicultural Education

Given the different interpretations of multicultural education, teachers were asked how they defined it. Almost all the teachers interviewed spoke of multicultural education as entailing an increased awareness or understanding of different cultures. Some also spoke about teaching respect or tolerance for other people, focusing on the cultures of the students in the class, but including the contributions of different groups in the curriculum.

Thus, for the most part, teachers understood multicultural education in a manner similar to Banks's contributions or additive approaches, and seemed unaware of other goals. While this approach is indeed part of multicultural education, it does not represent the whole focus, which is to infuse a diversity of perspectives and approaches into the school environment.

Attitudes Toward Multicultural Education

Given this perspective, it is not surprising that a large number of teachers felt that multicultural education represents yet another burden to be fit into an already overloaded schedule. Two teachers' comments illustrate this lack of enthusiasm:

> It's just imposing more education requirements. They should be taught basic skills. They don't need another book.
>
> [Our job is to] make sure kids don't kill each other. Education, not multicultural education, is the top priority.

Perhaps the strongest statement on the view that multicultural education is extraneous to education came from a seventh grade teacher who said, "I'm a meat and potatoes man. There's no meat in all this."

Lack of support by the Board of Education was cited as an additional impediment to the implementation of multicultural education. Many teachers felt that adopting multicultural approaches was not viewed by the Board as a priority, because so few resources were allocated to it. As one teacher said,

> If it really was a priority, the Central Board would treat it as they do reading scores. . . .they would send out copied materials for multicultural education.

Or as another teacher put it,

> If the Board of Education was really committed, they'd make the resources available. They're not investing in the resources. If they're committed to using those resources, they'll get them to us. They wouldn't make us go around scrounging for them.

STUDENT ASSESSMENT AND TESTING PROCEDURES

The methods used to assess student progress and achievement reflect what is considered most important and what is viewed as success. The multiple perspectives approach of multicultural education should be reflected in testing procedures. Standard measures of achievement must be supplemented by more authentic and appropriate means, which emphasize the more qualitative and individual aspects of student achievement. The most common such method used is

portfolio assessment, which includes teacher evaluation of individual student growth as well as student self-evaluation. This method, as well as other forms of performance-based assessment, can provide a more constructive means of evaluating student progress and achievement.

Restructuring assessment and testing procedures for students has begun in only limited settings. Four districts and one superintendency reported that they had begun to institute authentic assessment programs on a limited scale. Many other districts and superintendencies have expressed an interest in learning more about incorporating authentic assessment into their multicultural education efforts. This exploration should be supported and encouraged.

V. ASSESSING THE MULTICULTURAL RESOURCE GUIDES

The most comprehensive development of resource guides has occurred centrally over the past few years. One focus of the study presented in this report was to assess the reception and impact of three Board of Education multicultural resource guides:

Children of the Rainbow	Grade 1 (issued 1991-92)
Social Studies	Grade 7 (issued 1990-91)
Communication Arts	Grade 7 (issued 1990-91)

INTENT OF THE GUIDES

The three guides under review were intended to be resource guides and not curricula per se. There is some confusion on the matter, however. The first grade Children of the Rainbow guide, subtitled "A Resource Guide for Teachers," is in the format of a guide, yet refers to itself as the "first grade multicultural curriculum" in its opening sentence.

The seventh grade social studies guide states in its introduction:

> Teachers should be reminded that it is not mandated that they adopt the materials contained in this bulletin for classroom use. . . .Although this curriculum design contains a variety of materials not usually found in traditional textbooks, it is not intended as a replacement for a textbook; rather, these are supplementary materials which should enrich and enliven the teaching and learning process.

The three volumes of this guide contain extensive activities, worksheets, primary source materials, and suggestions. In the same vein, the introduction to the seventh

grade communication arts guide refers to the guide as a set of "multicultural units" which may be used as written or replaced by other readings, activities, and themes.

These three resource guides therefore, are not intended to be used as curricula, though they are often referred to as such by teachers, district staff, and Board of Education personnel. If they are meant to serve as resources to supplement and not replace existing curricula, then what is being promoted is an add-on approach to multicultural education.

ASSESSMENT OF THE GUIDES

The Sample

A sample of 72 teachers from one-fourth of the community school districts (representing Brooklyn, Queens, Manhattan and the Bronx) were selected for interviews. Teachers came from three different schools in each of eight sampled districts; individual teachers were chosen by the school principal. These interviewees had from two to thirty years of teaching experience (averaging 15 years) and had been teaching at their current grade level for an average of nine years.

Children of the Rainbow: Grade 1

Of the sample of 24 first grade teachers, 54 percent reported that they were using Children of the Rainbow, with or without modifications (including one district that only began in the spring term). The 46 percent not using Children of the Rainbow included one district that had used it up until the spring, at which time it was banned by the superintendent, and one district that reported using an alternative multicultural curriculum.

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Over half of those teachers using the Children of the Rainbow resource guide began using it in 1991-92, while the remainder began in the year under review. Many of these teachers thought that other first grade teachers in their school had copies of the Children of the Rainbow guide, but they were not sure if they were being used.

Over half of those teachers who reported using the Children of the Rainbow resource guide stated that staff development had been offered on it and they found this training helpful. One-quarter of the teachers felt that more staff development on the guide was needed.

When asked how much they utilized the resource guide in their class, one-third of the teachers reported using it very little, one-third used it approximately 25 percent of the time, and 13 percent used it more than 30 percent of the time. Teachers were asked which elements of the resource guide they used. The most common elements cited were the themes, poems and/or songs, and activity suggestions. The most frequently cited strengths of the guide were the poems and songs; next came the multicultural approach, and the compilation of resources in one place. The most frequent weakness cited (40 percent) was that the discussion of the "gay family" was not suitable for first grade classrooms.

Sixty percent of those using the resource guide reported that they were unaware of any reaction to the guide in their community; one-third reported that parents or community had reacted negatively. In these cases, teachers decided not to discuss gay and lesbian issues in the classroom.

Although Children of the Rainbow was new to some districts and only portions of it were being used in most classes, an attempt was made to determine if use of this resource guide had any impact on the classroom. When asked if their teaching methods had changed as a result of using the resource guide, two-thirds of the users said that their methods had not changed, although 20 percent of these respondents reported that they already used the methods advocated in the guide. Asked about impact on the students, 40 percent of the teachers reported that use of the materials in the Children of the Rainbow guide increased student interest.

Social Studies: Grade 7

Teacher interviews. Of the 24 seventh grade social studies teachers interviewed, 19 percent reported using no multicultural curricular resources. Over half reported using the Board of Education multicultural resource guide. Sixty percent of these teachers reported that they began using it in 1991-92; thirty percent began in the year under review. Most of these teachers reported that they didn't know if other social studies teachers in their school had or used this resource guide. Most said that their school administration supported a multicultural curricular approach, although one-quarter said that in their schools the decision was left to the individual teacher.

Over half of the teachers reported that there had been staff development on the multicultural resource guide, but many found it inadequate and expressed a desire for more staff development.

Of those teachers who used the Board of Education multicultural resource guide, approximately half reported using it very little in their classes, while one-fifth reported frequent use. These teachers reported that they used the resource guide as a supplement, for topics that were not well represented in their textbook. Most teachers utilized the primary source materials and worksheets of the resource guide.

The most frequently cited strengths of the resource guide were its multicultural perspective and the primary source materials. Cited weaknesses included an overabundance of material and a level of difficulty too advanced for the grade level. There were a number of suggestions for improvement, including that it be made more appropriate to students' abilities, simplified, or shortened, and conversely, that it provide information on additional items. Teachers also suggested that materials from the guide should be copied for distribution to the students.

Seventh grade social studies teachers were asked about the impact of the multicultural resource guide on their classes. Two-thirds of the respondents said that their teaching methods had not changed as a result of using it, although half of this number said that was because they were already teaching the way the guide recommended. Use of materials from the multicultural resource guide appeared to have an impact on the students: 58 percent of the teachers interviewed reported that the materials increased student interest.

Social studies survey. A survey was sent to all seventh grade social studies teachers at the end of the school year to gather information on whether or not they were familiar with the Board of Education's seventh grade United States and New

York State history multicultural resource guide and if so, how they used it and what they thought of it. OREA received responses from 137 teachers, representing twenty-seven community school districts.

Forty-two percent of the respondents stated that they had never seen the resource guide. Of these, approximately half reported that they had never even heard of it, and another half stated that they weren't given a copy.

Of the 58 percent of respondents who had seen the resource guide, 24 percent reported never using it, 17 percent started using it, but then stopped, and 59 percent were currently using it in their classes.

Most frequently, those who were not using the guide stated as their reason that it did not coordinate with the textbook they used or that they had not had time to go through it. Other common responses were that it left out "traditional" American history and that their own way of teaching worked better. Still other responses cited lack of time to adapt prepared lessons or difficulty in doing so. Some said the resource guide was unavailable. Most of those who were not using the resource guide expressed a willingness to try it if they were given a copy and had staff development on how to use it, or were supplied with copies of the worksheets.

How the guide was used. OREA asked respondents who were using the resource guide in their classes to comment on how they used it, its strengths and weaknesses, and its usefulness in the classroom. Almost all the respondents said that they used the guide as a resource. One half of this group said that they used it for activities to augment their regular curriculum. Most of the remaining half was

evenly divided between those teachers who used it for primary source materials, and those who used it as a resource for ideas on how to present topics. Four percent of the respondents said that the guide formed the basic structure of their curriculum.

Influence of guide. Of those teachers who responded to a question on how much the multicultural resource guide had influenced the method and content of their classes, most answered "a fair amount," followed by those who answered "a lot."

Strengths and weaknesses of resource guide. The teachers were fairly evenly divided on the strengths of the guide. Responses included the diversity of perspectives and activities offered, the social history approach, and the primary source materials provided. The most frequently mentioned weakness was that the graphics were often not reproducible. The next most noted weaknesses were that the guide was difficult to coordinate with the textbook, and that there was so much material that there were too many choices to make.

Usefulness of guide. The most common responses to the query on usefulness were that the guide made teaching much more interesting and that students responded well to it. Four teachers reported that they "couldn't live" without it. On the other hand, a fair number of teachers stated that they were frustrated by it, because there wasn't enough time to cover everything.

Comments and suggestions. Suggestions ranged from the technical to the philosophical. Teachers commented on the need to limit the "wordy" areas that turned students off in reading handouts; others wanted larger and more legible type and specific lesson plans to work from. On the philosophical side, several teachers

noted their disapproval of the idea of multicultural education, summed up by one comment, "multiculturalism is revisionist, distorted history which is politically motivated."

Communication Arts: Grade 7

Of the sample of seventh grade communication arts teachers interviewed, 36 percent reported using the Board of Education multicultural resource guide. Of the remaining teachers, half used other multicultural resources and half used no multicultural curriculum at all.

When those communication arts teachers who reported using the resource guide were asked if other communication arts teachers in their school also used it, 66 percent said that all teachers had copies of the guide, and 55 percent said that teachers used it in their classes. Two-thirds of those using the resource guide began using it in 1991-92, while the remainder began in the year under review. In most schools sampled, the multicultural education staff development offered to communication arts teachers appeared to have been focused on resources or philosophy, rather than on the resource guide in particular. All the respondents felt that more staff development was needed on the subject.

Those teachers who used the resource guide reported that for the most part, they used it as an occasional supplement to their regular material. There were not any strong reactions to the guide itself, though teachers found its multicultural approach positive. Many of the respondents suggested that providing students with copies of materials from the resource guide would facilitate its use. When asked

about the impact of the resource guide on their classes, half of the respondents said that their teaching methods had not changed as a result of the guide, but a fair number said that they already taught this way. Thirty percent of the teachers said that use of the materials in the resource guide led to increased student interest.

Of those communication arts teachers who said that they were presently not using any multicultural curricular resources, almost all stated that there had been no discussion of the issue in their school. Most of these teachers reported very little or no staff development on multicultural education and no staff development on communication arts. Most of these teachers had never seen the Board of Education multicultural resource guide for communication arts, but said they would be willing to try using it.

The seventh grade communication arts multicultural resource guide appeared to be of limited use, though some felt it was a good start toward promoting multicultural approaches.

VI. RESPONSES AND SUGGESTIONS OF MULTICULTURAL COORDINATORS

OREA asked multicultural coordinators for their overview of problems they encountered in implementing their plans, and the lessons learned from these problems. As the staff members most involved with planning, implementation, and supervision of multicultural education programs, OREA also solicited their comments on multicultural education in the school system as a whole.

PROBLEMS OF IMPLEMENTATION

Not all plans for multicultural education worked out the way the districts/superintendencies had planned or expected. A major stumbling block was the late disbursement of grant initiative funds. For a number of reasons, these funds were not available until late January 1993, and then only ten districts or superintendencies were eligible to access these funds at that time. The remaining 29 districts/superintendencies were required to make changes in their proposed outcome objectives and have those changes approved before their funds were made available—a process that took as long as two months.

Multicultural coordinators expressed frustration with the limited resources in time, personnel, and money available to accomplish their goals. Lack of time to plan and carry out all aspects of the multicultural program was the most frequently mentioned problem. With multicultural coordinators obligated to play multiple roles in the district, insufficient time remained for coordinating the numerous tasks required for an optimally effective multicultural education plan. Meeting time with

staff developers and school-based personnel was also limited by other commitments. Many multicultural coordinators spoke of the lack of funds to extend their programs to more schools and teachers.

Resistance by teachers and principals was still another major source of difficulty cited by multicultural coordinators. Although some coordinators spoke of resistance by individuals who did not agree with the aims of multicultural education, most resistance appeared to come from those who were suspicious of change in general or who did not fully understand the philosophy of multicultural education. Coordinators felt that this resistance could be overcome by increased discussion and exposure to the ideas of multicultural education, as well as assistance in implementation strategies.

Another problem cited by some coordinators was the media's focus on controversial issues connected to multicultural education. This made some of the coordinators' work more difficult.

COMMENTS AND SUGGESTIONS

Multicultural coordinators were asked what they had learned from their problems that might be helpful to others. At the conclusion of the interview, they were also asked for general comments and suggestions.

One theme that emerged from their responses was the need for programs to be narrowly focused and simple so that the coordinator could better oversee their implementation. A second strongly stated theme was the need to involve multiple constituencies in the process of program planning and implementation, coupled with

an appreciation of the range of attitudes that people have toward the issues. As one coordinator said, "You have to work with peoples' attitudes, whatever they are; start slow, to ease them into the water."

The most frequent general comment by multicultural coordinators was that multicultural education should not be treated as separate from other areas, but should be infused into the system along with interdisciplinary models. As one coordinator said,

> Present multicultural education through as many different vehicles as possible; interdisciplinary approaches make looking at and evaluating multicultural education in isolation almost impossible.

The coordinators felt that for education to become truly multicultural, it must become a part of all elements of the educational system.

Coordinators offered numerous suggestions for improving the process of making education more multicultural; the most frequent issue concerned communication, both among districts and with the central Board. Some of the suggestions included:

- more systematic information-sharing among districts and among different types of personnel;
- increased assistance from the central Board;
- publishing a citywide multicultural education newsletter to keep those involved informed of activities, resources, and program progress as well as to keep them apprised of opportunities for professional development, networking, travel, etc
- organizing culminating events for multicultural education at both the borough level and citywide;
- an on-line citywide resource center, with a bulletin board to share information;

- visits by central Board staff to provide more individualized assistance and promote the ideas of multicultural education;
- development by the central Board of more curricula and resource guides.
- improved media coverage of multicultural education;
- assistance with the evaluation of multicultural programs.

Other comments included the need for expanded and easier access to resources, the creation of college credit courses in multicultural education for teachers, an increase in parent involvement, and an increase in staff development for teachers.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overview

Preliminary progress has been made in the effort to make education more multicultural in New York City schools, though systemic change has yet to be achieved. Most of the changes that have been adopted fall within Banks's first two levels—a contributions or additive approach to education—entailing the addition of the customs, holidays, or contributions of various peoples to the school or curriculum, without changing the overall approach. While there are some locales in which Banks's third level—that of transformation of the Total School Environment—is being approached, an overall, cohesive framework for these efforts still needs to be developed. The material following presents OREA's conclusions about the status of multicultural efforts at the present time, and its recommendations for changes in the future.

Multicultural Coordinators and Committees

A number of areas require reconsideration and possible restructuring if the efforts to become multicultural are to be effective. One of the most important of these areas is the role of the multicultural coordinator. At the district and superintendency level, this position should be restructured (preferably making it a full-time position) so that more time can be spent coordinating multicultural education efforts and activities. District/superintendency-level multicultural coordinators might be further assisted in their efforts by the creation of school-level

multicultural education committees, each of which would appoint a liaison to work with the district/superintendency multicultural coordinator. Such a system would enhance communication, and would aid the multicultural coordinator in the dissemination of information and the coordination of activities. This structure has been established in several districts, with some success.

The Multicultural Advisory Committees might also benefit from a reconsideration of their structure. Those districts in which the committee was reported to be most effective had a continuity of membership from year to year, thus eliminating the need to start over from the beginning each year in order to provide basic information on the nature of multicultural education. Another approach has been taken by some districts and superintendencies: the creation of smaller "subcommittees" to facilitate the review and processing of information and to aid in the decision-making process.

Professional Development

All of the districts and superintendencies reported undertaking various types of professional development in multicultural education. Some districts and superintendencies have emphasized breadth of change—that is, attempting to impact on a large number of people with relatively superficial coverage—while others have emphasized depth of change, with relatively few people gaining a greater understanding and appreciation of the import of multicultural education approaches Furthermore, most districts and superintendencies have focused on relatively limited aspects of multicultural education, without attempting to provide a broad overview of

multicultural education as a whole. This has led to a fairly widespread misunderstanding of and apprehension about multicultural education, as well as outright resistance to it on the part of some administrators, teachers, and even parents.

In the future, the districts and superintendencies should try to provide more training on the broader goals and benefits of multicultural education as a whole, and to extend this training to more members of the school staff, including non-teaching personnel. They should also provide assistance with effective strategies for implementing various aspects of the multicultural curriculum and approach.

Curriculum Development

Curriculum development has been viewed as an important element in multicultural education. Many districts have created curricular units or resource guides for themes or grades, and a number have adopted the multicultural resource guides produced by the Board of Education.

OREA's data revealed that teachers used these Board of Education resource guides as occasional supplements, selecting elements from them to add to their traditional curricula. Despite the various weaknesses of the guides, it should be emphasized that a number of teachers interviewed felt that use of materials from the guides had led to increased student interest and enthusiasm.

OREA's findings suggest that dissemination of the resource guides should be undertaken in a more systematic fashion, since many seventh grade teachers were not even aware that the guides existed. Training should always accompany

adoption of the guides. The number of cases in which teachers were unsure of whether their colleagues had or used the guides suggests the need for increased communication among teachers. For seventh grade teachers, the lack of materials for students and the difficulty of copying material from the guides made the use of the guides especially difficult. This suggests that the efficient use of resource guides requires accompanying materials for students.

Finally, it must be noted that teachers cannot be faulted for failing to adopt the guides as their primary curricula; the guides have been constructed as supplements and this is precisely how teachers used them. This suggests that a rethinking of the role of multicultural resource guides and curricula may be necessary: if teachers are to restructure their classrooms to include multiple perspectives and multicultural approaches, then materials which facilitate this process would be helpful. It should be noted that additional difficulties are faced by high school superintendencies, which have not yet received multicultural resource guides from the Board of Education.

Objectives and Assessment

Further assistance is also necessary to help personnel at all levels devise strategies for implementing the goals of multicultural education. In order to facilitate this process, consideration should be given to developing interim objectives for multicultural education, which would augment those long-term goals already promoted by the Board of Education.

Additionally, if teachers are to believe that making education multicultural is important, then they should be guided in learning to evaluate students by more authentic and appropriate means. Success in making education multicultural is not necessarily measured through traditional means such as reading scores and attendance rates, but by examining attitudes, environments, and expectations. Such measures must be tailored to the objectives of specific programs and the needs of particular districts and schools.

Outreach

As noted above, efforts should be made to include more non-teaching staff in the implementation of multicultural education, from administrators and guidance staff to support personnel. Districts and superintendencies have begun the process of outreach to community-based organizations and parents. While it is relatively easy to contract with community organizations for their services, less work has been done of a truly collaborative nature, which depends on the input of both parties. The involvement of parents and caretakers has proved more difficult, as a limited number of parents have become involved in multicultural education. The form and nature of the inclusion of parents might need reconsideration, allowing them a greater voice in how they would choose to be included.

Resources

OREA found personnel frustrated with the lack of resources to truly effect the changes that are necessary—from the purchase of materials, to the need for massive professional development, and the time and personnel necessary to carry it out.

Some viewed this as an indication of a low priority status for multicultural education To combat this attitude, additional assistance and support should be provided to the staff implementing multicultural education whenever possible.

RECOMMENDATIONS

Based upon this evaluation of multicultural education for 1992-93, OREA makes the following specific recommendations:

Structural Features

- Distribute multicultural education initiative grant monies before the beginning of the school year.
- Give multicultural coordinators more time to work on multicultural education.
- Reconsider the structure of the Multicultural Advisory Committee to make it more workable.
- Focus multicultural education activities and resources to avoid a scatter-shot effect.
- Encourage districts to develop interim objectives that are integrated with and directed towards long-term goals.
- Increase assistance to individual districts and superintendencies in developing plans for multicultural education.

Professional Development

- Provide more professional development on the basics of multicultural education to combat resistance, promote a more in-depth understanding of multicultural education, and empower staff to alter their environments.
- Expand professional development to include more teachers and non-teaching personnel.

- Include a focus on implementation strategies in professional development training.
- Provide professional development for multicultural resource guides.
- Provide for more systematic turnkey training.

Curriculum Development

- Enhance the dissemination of multicultural resource guides that have already been produced to be sure that all appropriate staff have access to these materials.
- Consider developing a total multicultural curriculum in addition to or as a replacement for the add-on resource guides.
- Provide better access to resources and resource centers.

Communication

- Provide a forum to increase communication and interaction among districts.
- Disseminate a newsletter with information on multicultural events, speakers, discussion, and progress.
- Foster increased outreach to parents.

APPENDIX A

SUMMARIES OF DISTRICT/SUPERINTENDENCY ACTIVITIES

The following information was gathered from interviews with multicultural coordinators and from activity sheets designed by OREA to elicit information on multicultural education activities. Multicultural coordinators were asked to list those multicultural activities sponsored at both the district/superintendency and school levels. The response rate for these activity sheets was 56 percent.

The information received was highly disparate. Nearly three-quarters of the respondents included information on only district/superintendency level activities, while the remainder submitted information on activities of at least several individual schools as well as those at the district/superintendency level. This information was augmented by data collected during interviews. These brief summaries do not necessarily represent the totality of multicultural education activities occurring at each district and superintendency, but may be seen as an indication of highlights chosen by the multicultural coordinator. It should be borne in mind as well, that the absence of details about how broadly these activities occurred may mislead the reader into thinking that they were either more broadly adopted or less so than actually occurred. Nevertheless, this information does provide baseline data on multicultural activities which may be built upon in future evaluations.

For ease of presentation, these summaries are separated into three main categories: curriculum adoption and development, professional development, and other aspects of the Total School Environment. Information on other notable programs or activities is provided where appropriate.

C.S.D. 1

Curriculum: This district developed a number of thematic units to be used in an integrated curriculum. Two themes, for example, concerned the music of Puerto Rico and Native Americans. These themes were implemented in seven elementary schools, in five to six classrooms at each site. This district is also engaged in moving from a bilingual to a dual language model, and work on a dual language curriculum will continue into the coming year.

Professional Development: The district organized three separate professional development activities. One of these concerned the integration of stories, songs and folk games into classroom activities. The other two concerned integrated curriculum The first of these activities was held for teachers only; the latter two involved

teachers, paraprofessionals, administrators and parents. Approximately 92 people were involved in these combined activities.

Other Aspects of the Total School Environment: School-based fairs and celebrations were held. The district has one resource activity center which doubles as a staff development room.

C.S.D. 2

This district is the only one that created a model school program. All multicultural initiative grant funds were used at the Hudson River Middle School, which was conceptualized as a "global village."

Curriculum: The most significant curricular innovation at the Hudson River Middle School involved collaboration with the Arts Connection Partnership. Some students explored the theme of Native American experiences in workshops for 10 weeks.

In addition to activities at the Hudson River Middle School, the district expanded its Making Connections program to include 12 school sites.

Professional Development: At the Hudson River Middle School, workshops for teachers were held on the topic of multicultural education. Only five teachers participated. At the district level, training was provided in language and literacy, general studies, early childhood and Making Connections. There was also an after-school program in author studies.

Other aspects of the Total School Environment: The Hudson River Middle School has the only multicultural resource center in the district. There was a multicultural fair held.

Other Notable Programs: The Hudson River Middle School implemented an after-school community history project which involved 40 students. The project lasted approximately four months.

C.S.D. 3

Curriculum: Twelve schools in this district are using the Making Connections curriculum. Teachers also developed curricular materials for a Columbus celebration.

Professional Development: There were after-school professional development workshops for teachers concerning the integration of literature and social studies.

Other aspects of the Total School Environment: This district organized a district-wide fair which was attended by 5000 people. Grandparents and other relatives participated in an oral history program by talking about their home countries and students went on class trips. The district has moved from student assessment based on testing to assessment based on portfolios and counselors are involved in conflict resolution.

C.S.D. 4

Curriculum: This district engaged in a multicultural curriculum development project in collaboration with Columbia Teachers College (Project CCICL--Cross-Cultural Interdisciplinary Cooperative Learning) which involved the development of social studies units for grades three to eight. There is a conflict resolution program.

Professional Development: C.S.D. 4 held "Principals and Supervisors Conferences" on the philosophy of multicultural education; museums and cultural organizations; and exposure to multicultural materials and literature. The district has also held staff development on how to choose appropriate multicultural materials. One social studies teacher from each school attends a multicultural workshop each month and is expected to engage in turnkey training at their home school. Individual schools have workshops in multicultural education. The multicultural coordinator and social studies liaisons attend professional conferences at the national state and city levels. Teachers attended Saturday workshops sponsored by the United Federation of Teachers on multicultural social studies.

Other aspects of the Total School Environment: C.S.D. 4 has had parent training workshops, including one on cultural awareness/sensitivity. Portfolio assessment is used.

Other Notable Programs: Forty-four students, parents and teachers attended the presidential inauguration and visited the Children's Defense Fund and monuments in Washington, D.C..

C.S.D. 5

Curriculum: This district has developed a number of CCICL (Cross-Cultural Interdisciplinary Cooperative Learning) units. These units, implemented in individual classes in individual schools, concern topics such as Native American cultures, Japanese and Chinese art at the Metropolitan Museum of Art, and Puerto Rican culture. There were a variety of other activities relating to multicultural education in individual classrooms. Many schools have conflict resolution programs.

Professional Development: This district had a number of professional development activities at both the school and district level. District-level activities included several workshops for teachers at the Schomburg Center for Research in Black Culture. Teachers were offered a graduate course in multicultural education. There was a principals' conference on infusing multicultural views into the arts and social studies curricula, held at the Museum of Modern Art. A number of workshops on developing and implementing CCICL units were also held. Some individual schools held grade-specific workshops on multicultural education.

Other aspects of the Total School Environment: A variety of classroom activities occurred in the district. For example, 29 fifth graders at P.S. 123 studied the African American presence in America twice a week for six weeks. There were many class trips, particularly to museums. Some schools have theme months. Multicultural resource materials are divided between two sites in the district.

Other Notable Programs: A number of classes in several different schools have attended multicultural performances at Aaron Davis Hall.

C.S.D. 6

Curriculum: This district is revising and expanding their sixth grade social studies curriculum.

Professional Development: Conflict resolution training was offered to all staff.

Other aspects of the Total School Environment: There are peer mediation centers in the district. Guidance counselors have had training in multicultural perspectives. There are multicultural materials in the district office library.

Other Notable Programs: The district sponsored a Columbus quincentenary observance with an accompanying resource guide book. There was an African-American heritage celebration.

C.S.D. 7

Curriculum: This district purchased multicultural curricular materials for third and seventh grade teachers. It is not clear whether these curricula have been implemented. In addition, two or three sites have adopted a third grade social studies curriculum about Kenyan families.

Professional Development: Some staff development occurred for the resource guides.

Other aspects of the Total School Environment: There are many posters and signs of a multicultural nature on the walls, and the schools have food festivals. There is one resource activity center in the district.

C.S.D. 8

Curriculum: The Making Connections curriculum was piloted in one school in the district. At least some in the district are pursuing a whole language approach. "Resource guides" were used in grades four through eight, though it is unclear how these guides have been used or to what extent they represent multicultural curricula.

Professional Development: There was no specific staff development for multicultural education.

Other aspects of the Total School Environment: Various schools held assemblies and festivals, constructed bulletin boards with multicultural themes, and organized class trips. There is no resource activity center in this district.

Other Notable Programs: There was a trip to Washington D.C. for seventh and eighth graders.

C.S.D. 9

Curriculum: Some type of curriculum development has occurred in the subjects of math and science.

Professional Development: C.S.D. 9 has had an ongoing workshop for pre-K to eighth grade teachers and parents concerning attendance intervention and substance abuse and prevention.

Other aspects of the Total School Environment: C.S.D. 9 held workshops with a multicultural perspective for guidance counselors. Student assessment has relied more on observation rather than testing or other procedures. There is one resource activity center in the district.

Other Notable Programs: Each year, the district pursues a theme. In 1992-1993 the theme was Egyptian and Mayan math.

C.S.D. 10

Curriculum: Some classrooms in the district used multicultural literature.

Professional Development: Some professional development was held in the area of communication arts.

Other aspects of the Total School Environment: The district has recruited bilingual and minority counselors. There is a parent involvement program. There are after-school and Saturday activities. In various schools, children have engaged in multicultural art projects and history lessons. There is a resource activity center in the district as well as some "satellite" centers in individual schools.

Other Notable Programs: The district has a program in which E-mail is exchanged with European students and there is a pen pal program with African students.

C.S.D. 11

Curriculum: Curricular materials have been purchased for social studies and communication arts. In addition, teachers met to develop curricula for communication arts, science and social studies.

Professional Development: Apparently there was no professional development other than that related to the curriculum development mentioned above.

Other aspects of the Total School Environment: Various sites in the district constructed bulletin boards with a multicultural perspective. Food fairs and assemblies were held. There is no central resource activity center in the district; libraries in individual schools have some multicultural materials.

C.S.D. 12

Curriculum: This district adopted the Children of the Rainbow resource guide for use in grades kindergarten to two. Fifteen schools in the district used multicultural thematic units. A curriculum writing team developed a multicultural resource guide.

Professional Development: Some hands-on workshops were held for small numbers of teachers. There were monthly workshops for multicultural and social studies coordinators from each school.

Other aspects of the Total School Environment: The district has a parent involvement program. Schools held "celebrations," e.g., relating to Puerto Rican heritage and

African American heritage. There were some essay and poster contests related to multicultural themes. The district is currently establishing a resource activity center

Other Notable Programs: A career forum was held in conjunction with Women's History Month.

C.S.D. 13

Curriculum: The Children of the Rainbow resource guide was used in at least some kindergarten classrooms. The social studies and communication arts resource guides were used in at least some seventh and eighth grade classrooms. Some components of Making Connections were used.

Professional Development: Assistant principals and special education supervisors received training in concepts and issues related to multicultural education.

Other aspects of the Total School Environment: PTA meetings are translated for non-English speaking parents. Issues involving multicultural education are discussed at PTA meetings. There is no resource activity center in the district.

Other Notable Programs: P.S. 11 has created a school museum which focuses on the civil rights struggle.

C.S.D. 14

Curriculum: This district adopted the Children of the Rainbow resource guide and the seventh grade social studies resource guide. In addition, the district has been developing a curriculum for middle schools to teach reading through content areas emphasizing multicultural perspectives.

Professional Development: Schools were encouraged to implement new curricula by providing training in grade conferences and principals' conferences at the school level.

Other aspects of the Total School Environment: Assemblies, performances, and class trips were organized in the district. The district resource activity center was expanded and an ethnic heritage contest was held.

C.S.D. 15

Curriculum: This district continued to expand the Making Connections curriculum. A curriculum concerned with Columbus was also developed and implemented in a number of schools. A kindergarten to eighth grade curriculum concerning folktales is in the process of being developed. The district expanded its Resolving Conflict Creatively Program.

Professional Development: Training was held at both district and school levels. Most training was related to the Making Connections curriculum. Professional development concerning multicultural links to mathematics was also held.

Other aspects of the Total School Environment: This district reports that they have very active parent participation. Individual schools organized a large number of varied events and activities. Visits by authors, performances, women's and ethnic history months, storytelling contests and multicultural arts projects were especially common. Six schools in the district have resource activity centers. The center at P.S. 32 is especially elaborate and includes exhibits.

Other Notable Programs: Two fifth grade classes in the district developed a pen pal program with a school in the Bronx. P.S. 38 has a multicultural museum with materials for students, staff and parents to borrow.

C.S.D. 16

Curriculum: This district is in the process of developing a theme-oriented multicultural curricula for grades kindergarten to six. There is a conflict resolution program in some schools.

Professional Development: Several types of professional training were offered. For example, some staff and parents were offered presentations on Native American culture. Saturday and afternoon sessions were held for some staff at the Schomburg Center for Research on Black Culture.

Other aspects of the Total School Environment: The district has a parental involvement program. Schools have holiday festivals and food fairs. There is no formally organized resource activity center in the district but the offices of the multicultural coordinator and the superintendent contain some multicultural materials.

C.S.D. 17

Curriculum: This district reported that it is currently infusing multicultural perspectives into all subject areas at all grade levels. At least some teachers used the Board of Education seventh grade resource guides.

Professional Development: There were a variety of professional development activities in the district. For example, monthly staff development was held for school-based multicultural coordinators on a number of topics, including the Haitian community.

Other aspects of the Total School Environment: Individual schools had multicultural displays on bulletin boards, assemblies, school-based festivals, and a district-wide festival. All schools in the district have multicultural libraries.

Other Notable Programs: The district held a Saturday film festival in which multicultural films were shown and filmmakers were invited as guest speakers.

C.S.D. 18

Curriculum: This district continued to use a curriculum with a multicultural perspective called "Mosaics." Apparently, the curriculum is used in grades three, four, and seven.

Professional Development: The district held a two-day workshop for five-member school-based teams composed of teachers, guidance counselors, and parents on techniques of peer mediation.

Other aspects of the Total School Environment: The district has a parent involvement program. There is a district-wide education fair which has a multicultural component. One school has a resource activity center.

C.S.D. 19

Curriculum: Some schools used the seventh grade social studies and communication arts resource guides. Some used a district-developed student activities workbook for the fourth grade which focused on local history. Some teachers in some schools used the LEAP (Learning through an Expanded Arts Program) curriculum. Generally, the district's policy is to allow individual schools to choose their own curricula. The district as a whole has prioritized conflict resolution and peer mediation programs. Large numbers of students have been trained in the techniques of conflict resolution.

Professional Development: Workshops for staff concerned general issues in multicultural education and conflict resolution.

Other aspects of the Total School Environment: There is a parent involvement program in the district which provides workshops to parents through the "Parent Academy" program. Individual schools held fairs, festivals and assemblies. There is a resource activity center in one school in the district.

Other Notable Programs: The district is in the process of developing a multicultural museum.

C.S.D. 20

Curriculum: The district worked on expanding the Making Connections curriculum for the fifth grade.

Professional Development: Teachers and paraprofessionals working in grades kindergarten to five were offered a workshop on general multicultural issues. Some fifth grade teachers were given training on the Making Connections curriculum.

Other aspects of the Total School Environment: Individual schools hosted speakers, held assemblies and organized Columbus projects. There is no resource activity center in the district.

C.S.D. 21

Curriculum: This district developed and distributed multicultural literature resource guides for grades kindergarten to eight. The district is also developing curricular materials concerning cultural values for grades kindergarten through eight. The Making Connections program was expanded and enhanced.

Professional Development: Several professional development activities were organized in the district. For example, training was held for Making Connections, for the district's multicultural literature resource center, and on general strategies for implementing multicultural education. Other workshops concerned multicultural music, poetry, and art.

Other aspects of the Total School Environment: This district has a parent involvement program. Counselors are involved in various programs. Schools organize poetry and essay contests and multicultural festivals. There is one resource activity center in the district.

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Other Notable Programs: The district held a Youth Expo to give students in the district a chance to meet, exchange ideas and learn how to develop leadership programs and activities in their own schools.

C.S.D. 22

Curriculum: This district expanded their Making Connections program.

Professional Development: A number of professional development activities were held on the Making Connections program.

Other aspects of the Total School Environment: This district has a parent involvement program. One district-level multicultural festival was held. Some individual schools had festivals. There is one resource activity center in the district.

C.S.D. 23

Curriculum: This district expanded its Making Connections program and is developing a teacher's guide/resource book for all levels. Three schools have conflict resolution teams.

Professional Development: Training was provided in literature-based curriculum, grouping, social studies, alternative assessment, and math around the world.

Other aspects of the Total School Environment: Guidance counselors are involved in multicultural issues. Alternative assessment has been piloted at a few schools. Schools held multicultural assemblies and festivals. There is a resource activity center in the district.

C.S.D. 24

Curriculum: One teacher from P.S. 153 developed a curriculum with a values approach.

Professional Development: Professional development courses were offered on multicultural education through the fine arts, conflict resolution, and the history of Chinese immigration. Apparently, multicultural issues were sometimes discussed in training which focused on more general topics.

Other aspects of the Total School Environment: This district has a parent involvement program. Some alternative assessment occurs. There is one resource activity center in the district. There is a fairly extensive cultural arts program in the district.

C.S.D. 25

Curriculum: The Making Connections curriculum has been implemented, to some degree, in the district. Grades four to eight discuss elections, citizenship, and multiple perspectives.

Professional Development: There were several workshops for Making Connections, and the themes discussed in grades four to eight referred to above. There was also a two-session course on general issues in multicultural education for teachers.

Other aspects of the Total School Environment: There were a number of oral history luncheons that involved parents. Some international fairs were held. The district emphasizes the whole language approach and cooperative learning. Sixteen sites have a multicultural resource library.

C.S.D. 26

Curriculum: The district's SSCALA (Social Studies Curriculum and Language Arts) program was expanded; 12 new guides in social studies and language arts were developed for use in elementary schools. The LEAP program (Learning through an Expanded Arts Program) operated in some classrooms in some schools.

Professional Development: There was training for new teachers in the use of the SSCALA curriculum. Various minicourses had a multicultural perspective.

Other aspects of the Total School Environment: A large number of school-level activities occurred in this district. There were, for example, poetry programs, musical performances, bulletin boards decorated with multicultural themes, international festivals, and celebrations of the Chinese New Year. The district has no resource activity centers devoted specifically to multicultural materials, but there are two general resource centers.

Other Notable Programs: Many notable programs occurred at the school level. For example, P.S. 159 had a pen pal program in which students corresponded with and visited the children of CSDs 29 and 30. At P.S. 173, each class learned a dance from a different foreign country.

C.S.D. 27

Curriculum: The district implemented the "Months of Study" program, e.g., Black History Month, Women's History Month, etc. Some materials from the central Board were used in some classrooms.

Professional Development: There was Making Connections training for some teachers, peace education training for teachers, guidance counselors and administrators, training in cooperative learning for some teachers, and multicultural training for guidance counselors.

Other aspects of the Total School Environment: There is a parent involvement program in this district. The district has no resource activity center.

C.S.D. 28

Curriculum: One teacher at P.S. 40 developed and is using a curricular theme concerning the African diaspora. For the district as a whole, guides for novels were developed but have not yet been disseminated. Some schools are involved in the LEAP program (Learning through an Expanded Arts Program).

Professional Development: There was an "Early Childhood Day." Three sites held workshops for third grade teachers on hands-on multicultural activities. Assistant principals and two teachers from each school received a full-day of training on the issue of human rights. Multi-ethnic training sessions were offered to some parents, supervisors, and teachers.

Other aspects of the Total School Environment: Rooms are decorated to reflect various cultures. Multicultural videos and literature are used. There is a parent involvement program. Two schools have begun piloting alternative assessment. The district has one multicultural resource center. Individual schools organized multicultural performances, assemblies, and festivals.

Other Notable Programs: P.S. 140 had an activity for grades three to six called, "Trips Around the World:" every two weeks, classes researched a different country, as though they would actually travel there.

C.S.D. 29

Curriculum: A few schools infused multicultural literature into the curricula.

Professional Development: At the district level training was offered on the following topics: ESL training for monolingual teachers; math and science teaching for bilingual teachers; using an interdisciplinary, hands-on approach; cooperative learning; using multicultural literature to teach writing; general approaches to interdisciplinary multicultural education; and conflict resolution. A variety of professional development activities were organized at the school level.

Other aspects of the Total School Environment: There is a parent involvement program in this district. There is no multicultural resource center, but each school has some multicultural materials. Portfolio assessments are used. Individual schools organized class trips, assemblies, and festivals.

Other Notable Programs: P.S. 330 held an "Author's Day," in which guest authors of different backgrounds spoke to children in the third, fourth, and fifth grades.

C.S.D. 30

Curriculum: Making Connections has been implemented in some junior high and intermediate schools and in one elementary school. LaGuardia Community College assisted the district in developing a local history project. Individual schools used multicultural literature and theme-based approaches and conflict resolution programs exist in some schools in the district.

Professional Development: Training was offered to seventh and eighth grade teachers in implementing the Making Connections curriculum. Counselors were provided with multicultural sensitivity training. Teachers were trained in "Talents Unlimited" to encourage students' expression of talent. LaGuardia Community College provided a workshop on local history.

Other aspects of the Total School Environment: There is a parent involvement program in the district. One library in the district has a section devoted to multicultural literature. Individual schools organized multicultural festivals, performances, class trips, and various classroom activities.

Other Notable Programs: Special projects are pursued in individual classrooms. For example, seventh and eighth graders at I.S. 145 worked on journalism skills in which international and multicultural issues were stressed.

C.S.D. 31

Curriculum: I.S. 7 had a conflict resolution program.

Professional Development: There were two Saturday workshops for teachers which included some discussion of multiculturalism.

Other aspects of the Total School Environment: Several schools had international fairs and festivals.

Other Notable Programs: P.S. 22 had a "Young Ambassador Diplomats Program."

C.S.D. 32

Curriculum: This district adopted Project Win, a curriculum based on themes developed through content areas.

Professional Development: The district has held workshops in the areas of ethnicity, diversity, geographical areas of the city, immigrant populations, and the demographics of C.S.D. 32. These workshops were available to two teachers from each school, who were then expected to engage in turnkey training in their home schools.

Other aspects of the Total School Environment: The district has increased its focus on portfolios and observation in student assessments. There are bilingual counselors in the schools. There are increased support services for students and parents. There is one resource activity center in the district.

District 75/Citywide Special Education

Curriculum: This district is developing instructional units which have a multicultural perspective.

Professional Development: District staff attended a number of seminars and workshops, including: a series of seminars at Teachers College of Columbia University on minority education; a working conference organized by the Northeast Consortium in Multicultural Education; and seminars presented by the New York University Equity Assistance Center. Teachers were offered workshops on multicultural issues at the Jacob Javits Convention Center.

Other aspects of the Total School Environment: The district is in the process of creating a resource activity center.

BASIS

Curriculum: This superintendency did not adopt or develop any new curricula.

Professional Development: This superintendency reported that they had various training sessions which concerned multicultural education. In addition, six hours of the mandated 26 hours of training for new principals is devoted to multicultural education.

Other aspects of the Total School Environment: The superintendency is creating "house plans" to divide schools into smaller units, with heterogeneous grouping in each. Authentic assessment is being piloted. There is a student leadership committee and a parent leadership committee. There is no formally organized, functioning resource activity center but most schools have some multicultural materials.

QUEENS HIGH SCHOOLS

Curriculum: Each school submits its own proposal for curriculum and staff development. OREA did not receive information from the individual schools in this district.

Professional Development: See above.

Other aspects of the Total School Environment: One school has changed its assessment procedures. The superintendency has a parent involvement program. There are seven resource activity centers in the superintendency.

BROOKLYN HIGH SCHOOLS

Curriculum: Each high school is developing lesson plans in a number of areas: global studies, communication arts, music, fine arts, and science. There is a conflict resolution program in this superintendency.

Professional Development: Professional development was offered to some teachers on topics such as resources in multicultural education across the curriculum; anti-violence; and school tone and climate.

Other aspects of the Total School Environment: The superintendency added more videos and more non-European authors to the curriculum. There is one resource activity center in the superintendency.

Other Notable Programs: In addition to staff, 30 students were selected to attend an anti-violence conference.

MANHATTAN HIGH SCHOOLS

Curriculum: This superintendency has developed material with multicultural themes in math, science, English, and social studies. It has also expanded its Resolving Conflict Creatively Program.

Professional Development: There have been meetings for assistant principals on content areas. A conflict resolution specialist provides training for teachers and administrators. Congruence specialists discuss multicultural education in faculty conferences at individual schools.

Other Notable Programs: Five schools in this superintendency have a program in collaboration with the American College Testing Service called ACT/PLAN. Funds go to testing and test analysis in order to help students more appropriately plan the courses they need to realize career ambitions. Teachers and guidance counselors are trained to work within this program.

BRONX HIGH SCHOOLS

Curriculum: Curriculum issues were not addressed in the superintendency as a whole. However, one school created a multicultural literature course which the superintendency would like to reproduce on an expanded scale.

Professional Development: There are ongoing professional development meetings for school-based multicultural coordinators.

Other aspects of the Total School Environment: Individual schools have fairs, festivals, and concerts. Bulletin boards also have multicultural themes.

Other Notable Programs: The superintendency has an annual student conference in which students are the primary organizers and presenters; issues involving bias, conflict resolution and multiculturalism were discussed.

ALTERNATIVE HIGH SCHOOLS

Curriculum: Teachers choose their own curricula.

Professional Development: At the superintendency level, there has been training in conflict resolution and peer mediation. There have been workshops in using an interdisciplinary approach and alternative assessment.

Other aspects of the Total School Environment: Alternative assessment is apparently used in some schools. There is one resource activity center in the superintendency.

Other Notable Programs: This superintendency has a program called "Family Group," in which students serve as mentors and advisors to other students. Much of this interaction involves multicultural issues. International High School has a peer assessment program for teachers which also serves as a peer support system.